A

Synopsis of thesis entitled

"COMPARATIVE STUDY OF ANXIETY, AGGRESSION AND EMOTIONAL INTELLIGENCE AMONG THE PLAYERS OF INDIVIDUAL GAMES AND TEAM GAMES"

To be submitted to

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March 2018

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CHAPTER-I
INTRODUCTION

Sport psychology has existed in some form for almost as long as psychology itself. The first recorded study in sport psychology took place at the close of the nineteenth century. Sport psychology has existed for around a hundred years, becoming widely accepted in the 1960s, and growing rapidly in influence at the
time of writing. Sport psychologists conduct research, educate interested parties, such as coaches, and work directly with athletes to improve their performance. Some psychologists draw a distinction between academic and applied sport psychology.More than a decade ago, singer Murphy, and Tennant (1993) published the first handbook of research in sports psychology. (Singer, Hausenblas& Janelle, 2001) sports psychology are properly concerned with the mental process, whether they are working in research or application settings. There are so many psychological aspects which we need to study in sports to improve on performance.

Anxiety

Anxiety is a state of mind in which the individual respond with discomfort to some event that has occurred or is doing to occur. The person's worry about events, their occurrences and consequence, in general are the sources of anxiety. However, anxiety can be either somatic or cognitive in nature. The symptoms of somatic anxiety comprise mental worries and fears. In simple words, it is a type of emotional disturbance. The sports men like other athletes are anxiety prone while participating in competitive sports. Anxiety is one of the most common deterrents to good performance. At worst the effect of the anxiety gets the athlete so tied up in knots that he is frozen in fear.

At best anxiety subtly impairs performance by distracting the attention. The purpose of the study was to compare the anxiety levels of individual sports and team game. A great deal of research has been developed to the effects of anxiety on sports performance. Researcher has found that competitive state anxiety is higher for amateur athletes in individual sports compared with athletes in team sports (Simon & Martens, 1977). Anxiety is a personality characteristic of responding to certain situations with a stress syndrome of responses. Anxiety states are then function of the situations that evoke them and the individual personality that is prone to stress (Simpson, 1980).

Aggression

Sports competition without "Aggression" is body without soul. Competition and aggression are twins. There is clear evidence that, in general aggression is more boisterous games, help performance because it arouses players overly to put in harder effort, and "do or die" for the success of the team. Aggression comes from the Latin work aggress, 'ad' (to or toward) and greater (walk). Literally then the word means to "to work towards or approach". Aggression carries numerous connotations in sports psychologists have explained aggression in term of behaviour. Dollard and his colleagues (1939) suggest that aggression is nay sequence of behaviour, the goal of which is to do injury to the person towards whom it is delivered. Aronson (1977) describes aggression behaviour intended to cause harm or pain. The key to this definition is the word "intend". If an athlete fractures another athlete nose by accident, the fracture is not the results of aggression. But if the athlete intended to fracture the nose he or she was being aggressive in the negative sense of the

words. Similarly,
aggression has been defined as an intention to inflict injury. Tatum (1980) viewed aggression as the deliberate intent to harm another person. This includes physical, psychological or social harm, but in sports, physical harm is the primary focus. Aggression is not competitiveness, nor is it anger. Competitiveness is an attitude; anger is an emotion. Whilst anger and competitiveness may both contribute to aggression, aggression itself is behaviour. Aggression, by definition, involves actively *doing something unpleasant tosomeone*. Aggressive behaviour may come in many forms, ranging from verbal abuse – designed to cause psychological harm – to physical violence. It is generally agreed that all aggression involves the intent to cause harm in some form; thus, behaviour which accidentally harms someone is not aggression. Putting these factors together, a simple working definition of aggression would be something like this: 'Behaviour of any kind that is carried out with the intention of harming another person.' The issue of whether aggression is instinctive or whether we have to learn it remains an ongoing controversy in psychology. There is a lack of direct evidence for or against an aggressive instinct, and we have to look to indirect support. If aggression were *universal*, that would be strong evidence of an instinctive basis. Lore & Schultz have (1993) pointed out that all vertebrates display aggression; thus, it must be a
survival trait, as suggested by Lorenz. However, cross-cultural studies have found wide variation in human aggression (Baron & Richardson 1992). There appear to be human cultures, such as that of the Arapeshof New Guinea, where there is very little aggression by European and American standards. This suggests that there must be

external influences as well as an instinctive component in aggression.

Emotional intelligence

To progress and let other progress and to live and let other live are thus the ultimate goals of any education or training provided for developing one's potential of emotional intelligence. The measures may help in this direction try to help you. Help yourself and the youngsters in developing the ability to correctly perceive feeling both in oneself and other. Give up the misgivings and misperception of the feeling in other. It leads to a hostile attribution bias. Remember that love always begets love, while suspicion, heatedness and aggressions are rewarded likewise. The word 'emotion' has been derived from the Latin word 'Emovere' which means 'to excite', or 'shudder. According to P.T.Young "An emotion is disturbed state of organism: an emotion includes visceral changes due to increased activity of autonomic nervous system and an emotion originates within the psychological situation." The word intelligence is believed to be greatest parameter for measure of success in life. Emotions are inherently adaptive according to Izard (1977) and become the primary motivating source of human behaviour.

Izard's theory of emotion is based upon certain postulates, namely:-

a) Emotions are innate in nature;

b) Emotions have different aspects or components, viz., neurophysiological expressive, and experiential;

c) Emotions are discrete in nature, and the qualitatively different emotions

have unique motivational properties;

d) Emotions vary in intensity; and

e) The link between the facial) expression and the emotion

experience is one
of the subsystems of emotions activation (See Izard, 1979)
“Emotional intelligence may be defined as the capacity to reason with emotion in four areas; to perceive, to integrate it in through, to understand it and to manage it.” The view point of this defined can be analysed as; a person will be termed emotionally intelligence proportion to his ability to identify and perceive the various types of emotions in others to:

- Indentify and perceive the various types of emotion in others (through face reading, body language and voice etc.
- Being aware of his own feeling and emotions;
- Incorporate or integrate the perceived emotions in his though. (Such as using his emotions feeling in analyzing, problem solving, decision making etc.);
- have proper understanding about the nature, intensity and outcomes of the Nature, intensity and outcomes of the emotion; Exercising proper control and regulation over the expression and use of emotions in dealing with his self and others in view of promoting harmony, prosperity and peace. Emotional intelligence consists of four related abilities or competencies. The first of these is reading people (that is, identifying how you and those around you are feeling and being able to see how people are really feeling even when they may be putting on an outward show) and others are using emotions, understanding
emotions and managing emotions. This cluster of abilities also covers the ability to express emotions appropriately for the situation. A competent manager knows what people feel, will talk about feelings, and can show how they feel. This cluster of emotional competencies is about using feelings and emotions to guide your thoughts and behavior. It means getting in the mood and using feelings and emotions to facilitate thinking and decision making.

The ability to use emotions can help you identify different scenarios and give you a different and enhanced perspective on issues in work and family life. It will help you see the world in different ways and appreciate other people's points of view. A skillful manager can feel what others are feeling and focus on that

which is important when emotions are strong. Understanding emotions helps predict how people will react to different situations. This cluster of abilities is about developing a map of how emotions operate, about how one emotion can lead to another and result in a particular emotional state. It covers understanding the warning signs of emotional states such as boredom, apprehension and anger. Possession of an emotional map enables one to deal more effectively with the ups and downs in career and or lifestyle. A competent manager knows how people will react to different situations and knows what to say and what to do to get the best from them and from other people.

1.1 Statement of the problem

The literature shows that there is a difference in players in relation to various psychological aspects. Psychology has a major role on sports performance. There are various psychological aspects which we see in sports like mental imagery, intelligence, perception, mental toughness etc. which affects the performance of players from individual games and team game. I have noted some key variables which are anxiety, aggression and emotional intelligence which make valuable impact on sports performance. There has to be some difference in anxiety, aggression and emotional intelligence among individual and team Sportsmen. Hence, the researcher decided to Compare Anxiety, Aggression and Emotional Intelligence among Team and Individual Sports players.

1.2 Objectives

The following objectives lay down for the present study:

1.2.1 To study the nature of distribution of scores for sports players representing Goa state in individual events and Team events on the variables of 'Anxiety'.

1.2.2 To study the nature of distribution of scores for sport players representing Goa state in individual events and Team events on the variables of 'Aggression'.

1.2.3 To study the nature of distribution of scores for sports players representing Goa state in individual events and Team events on the variables of 'Intra-Personal Awareness' (own emotions).

1.2.4 To study the nature of distribution of scores for sports players representing Goa state in individual events and Team events on the variables of 'Inter-Personal Awareness' (others emotions).

1.2.5 To study the nature of distribution of scores for sports players representingGoa state in individual events and Team events on the variables of 'Intra-Personal Management' (own emotions).

1.2.6 To study the nature of distribution of scores for sports players representingGoa state in individual events and Team events on the variables of 'Inter-Personal Management' (others emotions).

1.2.7 To study the nature of distribution of scores for sports players representing Goa state in individual and Team events on the

variables of ‘Total Emotional Intelligence’.

1.2.8 To compare the Sports players representing Goa state in Team and Individual events with respect to their mean scores on the variables of ‘Anxiety’.

1.2.9 To compare the Sports players representing Goa state in Team and Individual events with respect to their mean scores on the variables of ‘Aggression’.

1.2.10 To compare the Sports players representing Goa state in Team and Individual events with respect to their mean scores on the variables of ‘Intra-Personal Awareness’ (own emotions).

1.2.11 To compare the Sports players representing Goa state in Team and Individual events with respect to their mean scores on the variables of ‘Inter-Personal Awareness’ (others emotions).

1.2.12 To compare the Sports players representing Goa state in Team and Individual events with respect to their mean scores on the variables of ‘Intra-Personal Management’ (own emotions).

1.2.13 To compare the Sports players representing Goa state in Team and Individual events with respect to their mean scores on the variables of ‘Inter-Personal Management’ (others emotions).

1.2.14 To compare the Sports players representing Goa state in Team and Individual events with respect to their mean scores on the variables of ‘Total Emotional Intelligence’.

1.3 Significance

1.3.1 The study will help the players, coaches and psychologist working with athletes to understand the concept of Anxiety, Aggression and Emotional intelligence.

1.3.2 The study will also help the players and coaches to know the Anxiety, Aggression and and Emotional intelligence of individual and team games players.

1.4 Hypothesis

The following hypotheses are formulated which will be tested in the

present study:

1.4.1 The Sports players representingGoa state in Team and Individual Events differ significantly with respect to their level of Anxiety.

1.4.2 The Sports players representing Goa state in Team and Individual Events differ significantly with respect to their level of Aggression.

1.4.3 The Sports players representing Goa state in Team and Individual Events differ significantly with respect to their level of Intra-Personal Awareness (Own Emotions) component of

Emotional Intelligence.

1.4.4 The Sports players representingGoa state in Team and Individual Events differ significantly with respect to their level of Inter-Personal Awareness (Others Emotions) component of Emotional Intelligence.

1.4.5 The Sports players representing Goa state in Team and Individual Events differ significantly with respect to their level of Intra-Personal Management (Own Emotions) component of Emotional Intelligence.

1.4.6 The Sports players representingGoa state in Team and Individual Events differ significantly with respect to their level of Inter Personal Management (Others Emotions) component of Emotional Intelligence.

1.4.7 Sports players representingGoa state in Team and Individual Events differ significantly with respect to their level of 'Total Emotional Intelligence'.

1.5 Limitations

1.5.1 Economic status, Social environment, surrounding and family background of the players will be the limitations of the study.

1.5.2 Lifestyle of the players will be limitation of the study.

1.5.3 Medical and psychological history of the player will be considered as limitation of the study.

1.6 Delimitations

1.6.1 Only male sports players, who were representing Goa state in team and individual events at national level, were selected for the investigation.

1.6.2 This study is delimited to players aged 18-28 years.

1.7 Operational definitions

Terms used in the present study defined as under: -

1.7.1 Aggression: Is behaviour directed towards the goal of having or injuring another living being. The term seems to draw automatic associations and produce positive or negative value judgements and emotional responses.

1.7.2 Team Events: It refers to the players who representing Goa state in team sports events.

1.7.3 Individual Events: It refers to the players who representing Goa state in the individual sports events.

1.7.4 Anxiety: The term anxiety is also used to refer to a complex psychological process in essence, the concept of anxiety as process implies a theory of anxiety that includes stress as fundamental constructs.

1.7.5 Emotion: The word emotion is a derivative of Latin word 'emorer' which mean to excite or shudder. Thus emotion is a state of the individual which deprives him equilibrium.

1.7.6 Emotional Intelligence: It refers to the area of emotional experience and behaviour.

CHAPTER-II
REVIEW OF RELATED LITERATURE

At the time of competition players prepare well physically to show their performance but it's not the only thing needed for players, they should also see about the psychological preparation for optimal performance. Various literatures has been described by different researchers explaining concepts, meaning, development, theories and measurement of psychological concepts in sports. This chapter will help in connecting introduction of research question and the

presentation of the previous related to research.

VishawGaurav, Amandeep Singh and Sukhdev Singh(2011), together studies on Comparison of physical fitness variables between individual games and team games athletes where they have found out that Significant differences were found between the individual and team games athletes on selected physical fitness variables. Findings of this exploratory study suggest that the players of individual and team games differ significantly in relation to physical fitness variables. Further investigations are needed on the above studied variables along with physiological variables to assess relationships among them and with performances in team games and individual games athletes. The information
derived from this study will not only serve scientists and coaches in their selection of young athletes, but provide guidelines for training programs for individual and team games athletes. The result showed that shows that the mean of muscular strength of Individual and team games athletes was 22.33 and 19.4 respectively, whereas the mean of agility of individual games and team games athletes was 13.69 and 13.19 respectively. In case of power and speed of individual game and team games athletes mean value were 2.01 and 6.98 and 1.92 and 6.34 respectively. The mean of cardiovascular endurance was 1.55 and 1.45. In case of muscular strength (8.87**), agility (6.39**), power (6.75**), speed (6.99**) and cardiovascular endurance (3.80**) the value of t–test Significant at $p<0.01$.

Dr.SubhabrataKar(2013) did research on Measurement of Competition Level Anxiety of College Level Athletes by Using SCAT wherein results shows that All the means, S.D. and range of scores were presented in Table.-1, 2 and 3. While considering MCS, SJG showed average level of competition anxiety (CA) with mean & SD as 21.748±2.643 where female sprinters showed on average high CA in comparison to boys. In case of MDG, the overall mean CA level was found average (23±2.221), but girls showed high level of CA (25±0.632) in comparison to all groups. On other hand, LDG showed, on average, low level of CA, i.e. overall mean and SD as 16.95±1.564. In all three cases female showed high level of competition anxiety than male. Lions(2006)[4] opined that when athletes start to experience increase heart rate, sweating, rapid breathing and dry mouth prior to competition, it all indicate signs of precompetitive anxiety. One way ANOVA (Table.-4) showed significant difference between three groups in respect of SCAT composite score of the subjects of three groups. Post hoc test showed no significant difference between SJG and MDG. But significant difference found between SJG and LDG, as well as MDG and LDG. The state anxiety levels experienced by athletes may fluctuate in different competitive situations (Russell et al.,1988)[5], such as host competitions (Carre et al.,2006)[6] and in different types of sports (Hanton et al.2000)[7]. However, the degree to which pre-competitive anxiety influence athletes perform is largely dependent upon the interaction of the athlete‟s, uniqueness and the competition situation (Lions, 2006)[4]. In support of this, Krone (1994) [8]observed that our bodies provide us with numerous cues such as muscle tension, butterflies, desire to urinate and cotton mouth that suggest that we are out of control. It was also found that, the CA of athletes was influenced by the increase of number of participation years and the level of participation. A study conducted by Ntoumanis, et al. (1997)[9]showed that perceptions of a mastery climate are more likely to be linked with task

orientation, whereas perception of a performance climate are related to ego goal orientation.

White et al. (1991)[10]suggested that experienced and older athletes showed lower levels of both cognitive and somatic anxiety in competitive situation. In the present study SCAT was used to find out the anxiety level of college athletes in inter-collegiate and university level track and field competitions. The long distance runners showed low level of CA in comparison to sprint-jumping and middle-distance athletes. In respect of competition level anxiety score long-distance runners are different from sprint-runners and middle-distance runners. All three groups showed that female athletes have high level of CA than their male counterpart. It may be concluded that the anxiety level of athletes is increased with level of participation as well as decreased with increment of participation year in sports.

Mahesh Kumar (2017), AComparative Study of Aggressive Among the Sports Person of Different Semi - Content Games. In this study It was found that in over all male sportspersons of semicontact games having more aggressive tendency as compare to their female players. It was also discovered that the aggression level of Basketball players was found higher as compare to the players of Handball, Kho-Kho and Football games. Female players of Kho-Kho, Handball and Basketball were found equally aggressive when compare with the made players of their respective game. But male Football players were found more aggressive than their female players.

Baljinder Singh Bal1*, Kanwaljeet Singh1, Manu Sood2 and Sanjeev Kumar3 (2011) in their study Emotional intelligence and sporting performance: A comparison between open- and closed-skill athletes they found out thatEmotional intelligence (EI) has been reported to be more realistic than other measures in evaluating performances in many fields of

human activities (Ajayi et al., 2008). However, research evidences reveal that its application to amateur athletes and its possible effectiveness in enhancing sports performances is yet unknown (Ajayi et al., 2008). This study therefore investigated the difference of emotional intelligence among open- and closed- skill athletes. The results revealed significant difference in self-analysis ($p = 0.0004$), analysis of others ($p = 0.0137$), self-expression ($p = 0.0274$), thinking ($p = 0.0189$), judgment ($p = 0.0010$), problem solving ($p = 0.0310$), complexity ($p = 0.0036$), transitions ($p = 0.0013$), openness (p 0.0061), self-control ($p = 0.0562$) and others ($p = 0.0490$) among open- and closed- skill athletes. This suggests that there is a difference of self-analysis, analysis of others, self-expression, thinking, judgment, problemsolving, complexity, transitions, openness, self-control and others among open-skill and closed-skill athletes. Results further revealed no significant difference in discrimination ($p = 0.1789$), sensitivity ($p = 0.0761$), symptoms ($p = 0.2617$), outcomes ($p = 0.0770$) andmonitoring ($p = 0.2258$). This suggests that there is no difference of discrimination, sensitivity, symptoms, outcomes and monitoring among open-skill and closed-skill athletes. These findings substantiate the assertion of Hanin (2000) that emotions can fluctuate between performances and performers can experience both positive and negative emotions (Hanin, 1997; Jones, 2003). In reviewing emotions and their impact on sports performance, Botterill and Brown (2002) contend that athletes should critically reflect on their own emotional experiences. Hanin (2000) suggests partici-pants need to develop skills in order to recognize and manage their emotions. It could be argued that the evidence presented earlier closely aligns with the construct of emotional intelligence. Considering that the construct of emotional intelligence is defined as the ability to perceive, monitor, employ, and manage emotions, it is necessary to assess the relationship between emotional intelligence and the regulation of emotion(s). Indeed, research has found that

emotional regulation can lead to optimal performance states (Totterdell and Leach, 2001). Thus, it comes as no surprise that researchers have begun to explore the utility of emotional intelligence in sport (Meyer et al., 2003; Meyer and Fletcher, 2007; Meyer and Zizzi, 2007; Zizzi et al., 2003). In conclusion, emotional intelligence is an important construct in the sports domain (Meyer and Fletcher, 2007). Accordingly, interest in emotional intelligence has increased specifically in the realm of athletics (Zizzi et al., 2003). Proponents have claimed that emotional intelligence can enhance leadership performance, team cohesion, and coping with pressure.

K Krishnaveni, Ahmed Shahin(2014)studied on Aggression and its Influence on Sports Performance and he they found that Aggression and violence have become common in modern day sporting events, especially those that have high emotional content. Whatever the degree of aggression, it can be minimized by adopting a systematic approach at the psychological and sociological levels. Tolerance and empathy on the part of the organizers and the coach, followed by proper training to the athlete may be the solution.

CHAPTER-III

RESEARCH METHODOLOGY

In this chapter sources of data, selection of subjects, sampling procedure, criterion measures, and administration of questionnairesand collection of data are described.

3.1 Sources of Data

For the present study data will be collected from national players representing Goa state in team games and individual games.

3.2 Selection of Subjects

For the purpose of this study subjects will be selected from goa state who are representing at national level by adopting purposive sampling method. The selected samples will be :-

3.2.1 Total 500 male national players, 250 from each i.e. individual and team games.

3.2.2 The age of the subjects will be ranging from 18-28 years.

3.3 Sampling Procedure

The purposive sampling procedure will be employed.

3.4 Administration of the Questionnaires

3.4.1 The Sport Anxiety Scale-2

Purpose: To measure the Anxiety of the subjects.

Tool: Martens, Vealey & Burton, 1990

Procedure: Before administering the questionnaire, the rules and procedure for filling up the questionnaire will be clearly explained before the selected

subjects so as to the most reliable informations would be collected from the subjects for the purpose of the study.

Scoring: On the basis of questionnaire key score will be given in numerical form

3.4.2 The Aggression Scale

Purpose: To measure the Aggression of the subjects.

Tool: Buss & Perry, (1992)

Procedure: Before administering the questionnaire, the rules and procedure for filling up the questionnaire will be clearly explained before the selected subjects so as to the most reliable information would be collected from the subjects for the purpose of the study.

Scoring: On the basis of questionnaire key score will be given in numerical form.

3.4.3 The Emotional Intelligence Inventory

Purpose: To measure the Emotional Intelligence of the subjects.

Tool: Dr.S.K.Mangal and Dr.SubhraMangal. (1971)

Procedure: Before administering the questionnaire, the rules and procedure for filling up the questionnaire will be clearly explained before the selected subjects so as to the most reliable information would be collected from the subjects for the purpose of the study.

Scoring: On the basis of questionnaire key score will be given in numerical form

3.5Collection of Data

The data pertaining to the present study will be collected on the selected subjects by administering the questionnaires.

3.6Processing of Data

All the collected data will be arranged systematically for further statistical calculations

CHAPTER-IV
ANALYSIS AND INTERPRETATION OF DATA

In this chapter statistical treatment, level of significance, findings and discussion on findings have been described.

4.1 Statistical Treatment

To describe the collected data descriptive statistical technique will be used and to determine the significant difference among the individual and team game players independent t-test will be employed for each selected variables separately.

4.2 Level of Significance

To test the hypothesis level of significance will be set at 0.05

4.3 Findings

On the basis of statistical analysis the findings of the study will be written.

4.4 Discussion on Findings

On the basis of findings the discussion on findings will be explained.

4.5 Testing of Hypothesis

On the basis of findings the hypothesis will be tested.

CHAPTER-V
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The whole study will be summarized and conclusion of the study will be drawn by testing the formulated hypothesis, on the basis of statistical analysis. For the further study recommendations will be made.

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